Creative imagination, along with perception, memory and thinking, plays an important role in the life of each person, in the development of his personality. Thanks to him, in combination with a developed social sensitivity and a creative value system, great masterpieces and inventions of mankind are created. The experience of great teachers, philosophers, writers and parents shows that they paid great attention to the form of presentation of the material in which fairy tales, stories, parables anecdotes, etc. According to a number of psychologists (T. D. Zinkevich-Evstigneeva, I. V. Vachkov, L. S. Vygotsky), working with a fairy tale, using a beautiful and precise metaphor develops not only the child’s personality, but also contribute to the development of mutual understanding between the child and the adult. Using fabulous images helps to better assimilate and understand even complex information that an adult is trying to convey to children.

Today, within the framework of practical psychology, a new young direction has emerged - fairy-tale therapy. However, everything new is well forgotten old. Long before the emergence of the term “fairy-tale therapy”, the great teacher V. A. Sukhomlinsky actively used many fairy-therapy techniques and elements in his teaching practice, the results from which he described in his books “I Give Heart to Children”, “The Birth
Citizen”, “Conversation” with the young school director "an others. Today, within the framework of practical psychology new young direction has emerged - fairy-tale therapy. Howe everything new is well forgotten old. Long before the emerg of the term “fairy-tale therapy”, the great teacher V. A. Sukhomlinsky actively used many fairy-therapy techniques, elements in his teaching practice, the results from which he described in his books “I Give Heart to Children”, “The Birth Citizen”, “Conversation” with the young school director "an others. Today, within the framework of practical psychology new young direction has emerged - fairy-tale therapy. Howe everything new is well forgotten old. Long before the emerg of the term “fairy-tale therapy”, the great teacher V. A. Sukhomlinsky actively used many fairy-therapy techniques, elements in his teaching practice, the results from which he described in his books “I Give Heart to Children”, “The Birth Citizen”, “Conversation” with the young school director "an others.

This article discusses the pedagogical potential of the use of Sukhomlinsky, on the one hand, the young direction of prac psychology, and, on the other hand, since the ancient times, established method of transmitting important knowledge about the world, life and the processes occurring in it — storytelling a “creation” - fairy tales, fairy tale therapy.

If we turn to modern terminology, then there are many defin of "fairy tale therapy". Let us dwell on the developments of Zinkevich-Yevstigneeva, in which she determines the signif of her method - the Integrated Fairy Tale Therapy:

Comprehensive fairy tale therapy © is a language in which you can speak with the inner world of a person, his unconscious, soul. Subtle aspects of our personality “talk” with our consciousness in the language of metaphor, images.
Comprehensive fairy tale therapy © is an educational system forms and supports the creative system of human values. The impact in this method occurs precisely at the value level. All tales, above all, carry information about life values. Thanks the "axis of man", his life rod, is strengthened.

Comprehensive fairy tale therapy © is a system for the development of emotional intelligence. Thanks to the techniques developed in the Integrated Fairy Tale Therapy ©, self-awareness, social sensitivity and the ability to manage relationships develop. [2]

The highlighted T. Zinkevich-Yevstignei structure of the combined fairy-tale therapy is presented in Figure 1:

![Diagram](image.png)

Fig. one.

From the figure presented above, we can conclude that fairy-tale-making, used by most philosophers, educators, and psychologists, is part of the Integrated Fairy Tale Therapy and is its element, an active tool.

The outstanding teacher V. A. Sukhomlinsky fully utilized the potential of the tale in his work, considering it and the love for
potential of the tale in his work, considering it and the love of children as integral parts of each teacher. With the help of fairy tales, he not only instilled a love for his native language, his Motherland, but even taught children to read, arranging every letter of the alphabet into a metaphorical, "fairytale outfit", thereby including fairy tale into his pedagogical system.

V. A. Sukhomlinsky assigned a special place to the fairy tale in the process of formation and activation of children's thinking, the child’s all-round development. He believed that the tale is inseparable from beauty and it is thanks to her that the child perceives the world not only with his mind, but also with his heart, responds to events and phenomena of the world around him, expresses his attitude towards good and evil. The tale draws the first ideas about justice and injustice and is remembered, thanks to a bright fairy tale image [5].

In many of his books, V. A. Sukhomlinsky emphasized the benefit of fairy-tale-making and believed that without a fairy tale it is impossible to imagine the intellectual relationship between children, besides this, in his opinion, there can be no collective experience without a hobby for a fairy tale, and without fairy tale creativity the child is not available. Long before the advent of the fairy tale therapy method, Vasily Alexandrovich made a direct link between fairy tale creation and the health of the child: “The reader may ask: why on the pages devoted to health, it is a question of a fairy tale, fantastic images, and children's creativity? Because of childish joy, and without joy, harmony of a healthy body and healthy spirit is impossible ... Taking care of human health, especially about the health of a child, is not just a complex of sanitary and hygienic norms and rules not a set of requirements for the regime, nutrition, labor, rest. This is, above all, concern for the harmonious fullness of all physical and spiritual forces, and the crown of this harmony is the joy of creativity.” [four]
In Pavlysh school, Vasily Alexandrovich found such forms of education that would most effectively make the process of teaching children interesting, exciting, and for kids with slow thinking processes and poor memory, having learning difficulties, he first of all recommended a fairy tale. Speaking with his students, Vasily Alexandrovich began to tell his tales about the world around him, necessarily weaving a deep thought into his story [5]. At first, Vasily Alexandrovich told the tale, then the children tell it. He noted that even the most shy become in these moments bold and decisive, and their speech, confused and ungainly in other conditions, here becomes smooth, expressive, melodious. [four] Contrary to the opinion that the fairy-tale “diverts children from reality” and from the knowledge of the true laws of nature, expressed by a number of teachers, Vasily Alexandrovich believed that the fairy-tale, on the contrary, contributes to this knowledge. In his opinion, children perfectly understand that a lump of earth cannot become a living creature, as they understand that there are no giant Kuznetsov, Baba Yaga and Kashchei the Immortal. The children did not have all of this, if they did not experience the struggle between good and evil, they did not feel that the fairy tale reflects a person’s ideas about truth, honor, beauty.

The desire of the child to engage in fairy-tale-making after hearing a new fairy tale for Vasily Alexandrovich was organic, as the desire not only to listen to the song, but to sing himself, not only watching the game, but also participating in it.

He even organized a special "Fairy Tale Room".

A fairy tale for a child is not just fiction, fantasy. This is a special reality of the world of feelings. The tale pushes for the child framework of ordinary life. Listening to fairy tales, children sympathize with the characters, they have an impulse to help, to understand
It is not enough just to introduce a fairy tale. In order for the child to remember it better, you need to help him understand her, through various situations with the characters. Analyze the actions of the characters, imagine yourself in their place. Then the understanding of the tale will be conscious, deep.

The ideas of Vasily Aleksandrovich Sukhomlinsky help the period of study to make an original and effective means of the all-round creative development of schoolchildren. A child can really learn by playing, not learning, and then play. The presence of images in the form of fairy-tale characters help the cells of the child’s brain to work effectively. Emotional during the hearing, drawing up a fairy tale helps the child to easily memorize new material and arouses interest in learning. In addition, studying the pedagogical potential of a fairy tale not only in modern, but also in historical context, we can see the positive impact on children of this type of creativity: children have an interest, shyness disappears, speech develops, emotional intelligence develops, the amount of remembered information, etc.

Thus, the analysis of the experience of using fairy tales in teaching and upbringing. A. A. Sukhomlinsky makes it possible to draw the following conclusion: learning activity becomes interesting and memorable for the child, with the help of fairy tale, the child activates his creative potential, develops creativity, and in fairy tale-making and fairy-tale therapy, even difficult-to-understand material can be presented in an interesting, non-didactic and understandable way.

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